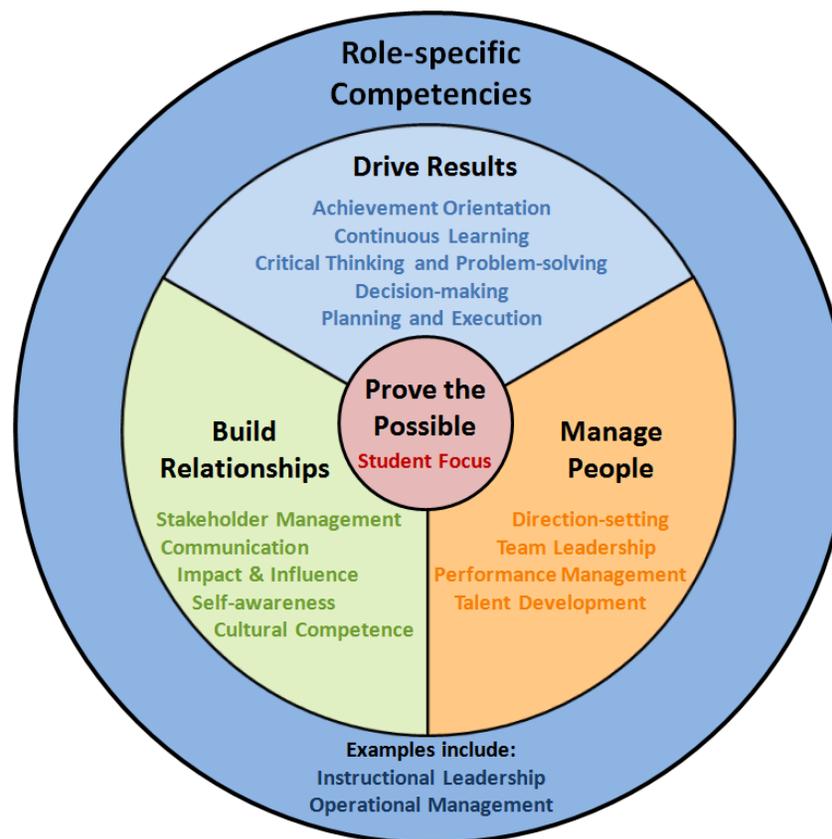# KIPP

Leadership Progression Roadmap
Teacher to Grade Level Chair
2009

Introduction

The Leadership Progression Roadmap is a tool for aspiring and current KIPP leaders to better understand what to expect when transitioning from one role to the next. Rather than a simple description of the new job, this Roadmap details the specific changes you will experience in your transition to a new leadership role. These changes, or "shifts," will impact what skills you must cultivate, how you spend your time at work, as well as what you focus on in order to be successful in your role. Mastery of a new leadership position at KIPP will require you to successfully navigate these shifts.

For teachers and leaders considering new roles, this Roadmap tool gives you information you need to make an informed decision about taking on a more advanced leadership role within KIPP, and will help you prepare to make shifts. For managers, this will be a helpful tool both in determining which members of your team may be ready to take on new challenges and for coaching leaders towards readiness. The Realistic Job Preview tool supports this Roadmap, and will add to your understanding of the leadership position you may be considering.
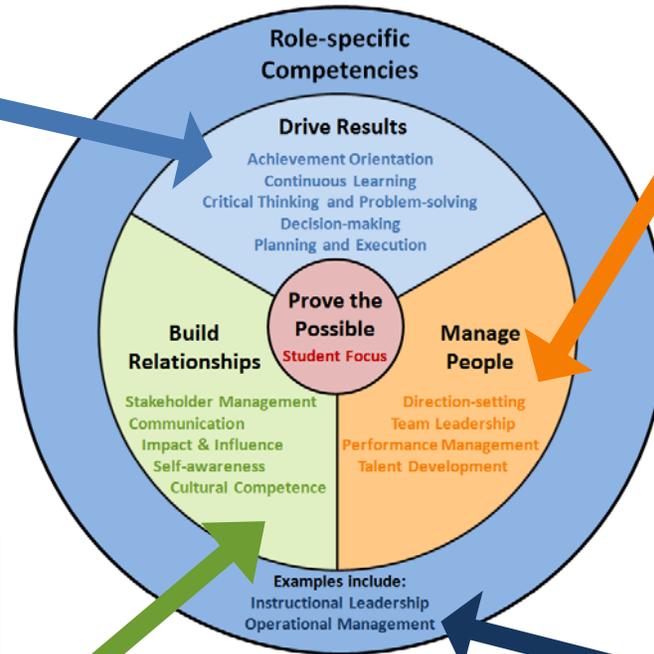
KIPP: Leadership Competency Model

Role-specific Competencies

Drive Results
Achievement Orientation
Continuous Learning
Critical Thinking and Problem-solving
Decision-making
Planning and Execution

Prove the Possible
Student Focus

Build Relationships
Stakeholder Management
Communication
Impact & Influence
Self-awareness
Cultural Competence

Manage People
Direction-setting
Team Leadership
Performance Management
Talent Development

Examples include:
Instructional Leadership
Operational Management

What changes? The Big Picture

The Grade Level Chair role represents a first-level leadership and management opportunity for a KIPP teacher. The GLC will maintain his/her teaching responsibilities, but will now also own leadership and coordination responsibilities for the grade level team of teachers. The GLC must be not only committed to his/her own achievement and continuous learning, but that of the other teachers in the grade. The GLC will establish and execute clear grade level plans, and monitor the planning and execution of others. S/he will create a structure for team decision-making, and will be first to respond to issues of academic performance and behavior management within the grade.

The GLC is expected to not only enforce academic direction for the grade, but to also make sure the desired culture is being reflected. S/he will use team meetings to encourage and build cohesiveness, and will establish a spirit of collaboration among team members. A GLC will delegate tasks within the grade level team, learning to produce results through others. A key GLC responsibility is providing performance feedback, and the GLC will make sure this feedback is timely, meaningful, and benefits the professional development of the teachers in the grade.

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The GLC must earn leadership credibility from multiple stakeholders, most notably students and other teachers. S/he must become comfortable with communicating in an authoritative way when necessary, and in influencing and motivating those that were once solely his/her peers. With a larger audience, the GLC must be keenly aware of how s/he is being perceived, and must role model inclusiveness and respect.

The core of the GLC role is instructional leadership. It involves establishing an expectation of strong teaching within the grade level team, using hard data and observation to track progress, and supporting other teachers through behavior modeling and performance feedback.

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Competency shifts: Which competencies change the most?

Achievement orientation	• You now focus on your goals <u>and</u> those of other teachers in the grade. • You are expected to follow through on commitments to students, other teachers and the leadership team. • Not only do you demonstrate perseverance, you encourage and reinforce it in others on your team.
Stakeholder management	• You work with, and are accountable to, a wider range of stakeholders, including students, teachers and the leadership team. • You must earn the trust and respect of former peers whom you now lead. • You invest more time to build relationships with team members and to be responsive to their needs.
Self-awareness	• You must become more sensitive to how others perceive your tone and style, and adjust your approach as needed. • You continue to humbly seek out feedback on your performance both as a teacher <u>and</u> as a leader.
Team leadership	• You now lead grade level meetings. • You seek to build a grade level team with complimentary skill sets. • You delegate tasks to other team members and hold them accountable for their commitments. • You role model and promote team collaboration and productive conflict management.
Instructional leadership	• You now oversee lesson plans and curricula for the entire grade. • You provide performance feedback to other teachers, and ensure that it is timely and constructive. • You study grade-wide data to track progress and you help other teachers examine their results to drive improvement.

* Refer to the KIPP Leadership Competency Model, Proficiency Roadmap and Job Preview for detailed explanations of these competencies

Time shifts: The changes in your daily work

Driving academic performance in your class → **Overseeing student discipline and academics for the grade**

Monitoring your performance and results → **Monitoring and evaluating the performance of several teachers**

Helping to resolve grade level concerns → **Leading the resolution of grade level concerns**

Receiving feedback on your instructional performance and behavior management → **Providing feedback to others on instructional performance and behavior management**

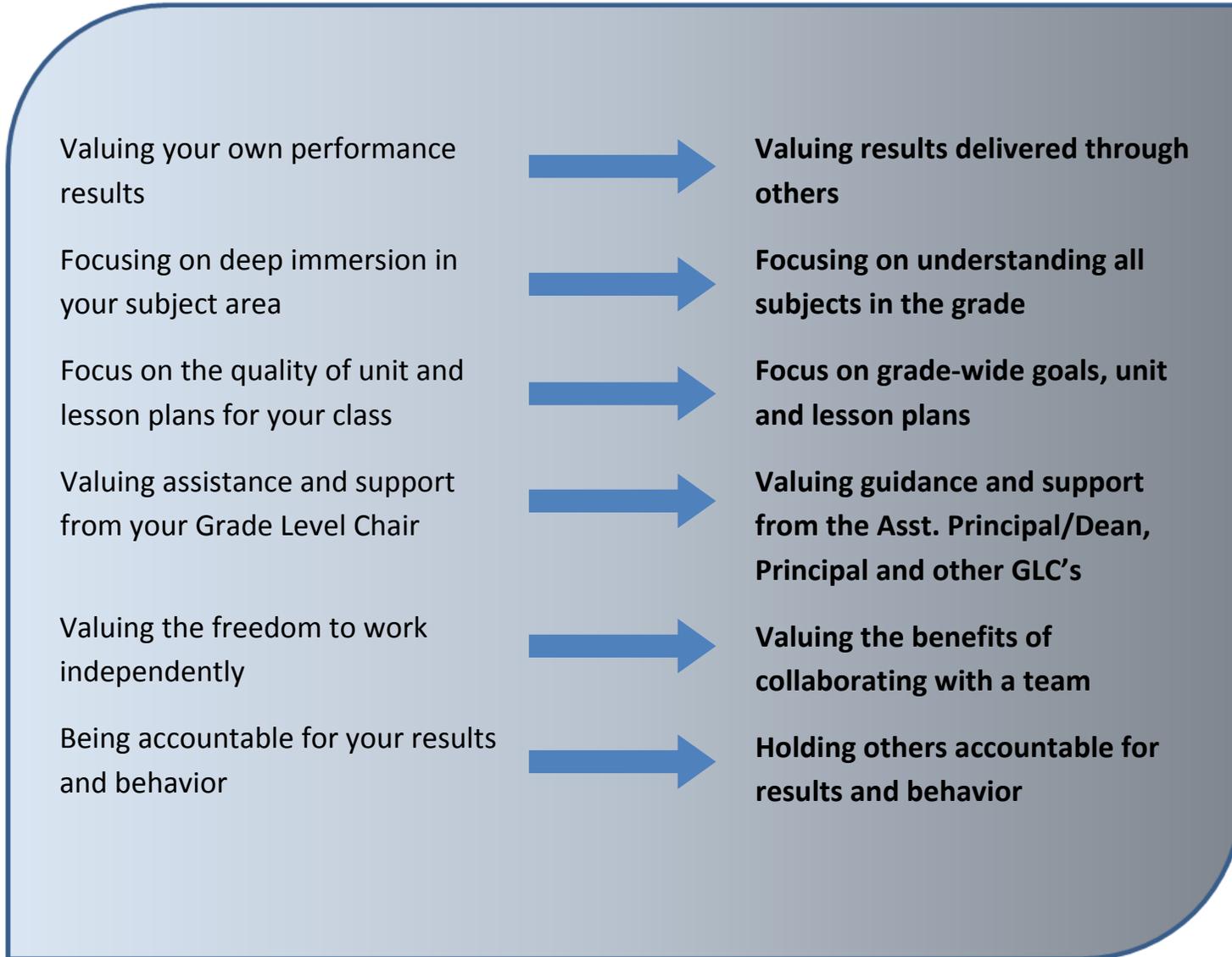Participating in grade level meetings → **Setting grade level priorities and leading meetings**

Forwarding problems to school leaders for resolution → **Acting as the go-to person for resolving problems within the grade**

Perspective shifts: The changes in what you value and where you focus

Valuing your own performance results → **Valuing results delivered through others**

Focusing on deep immersion in your subject area → **Focusing on understanding all subjects in the grade**

Focus on the quality of unit and lesson plans for your class → **Focus on grade-wide goals, unit and lesson plans**

Valuing assistance and support from your Grade Level Chair → **Valuing guidance and support from the Asst. Principal/Dean, Principal and other GLC's**

Valuing the freedom to work independently → **Valuing the benefits of collaborating with a team**

Being accountable for your results and behavior → **Holding others accountable for results and behavior**
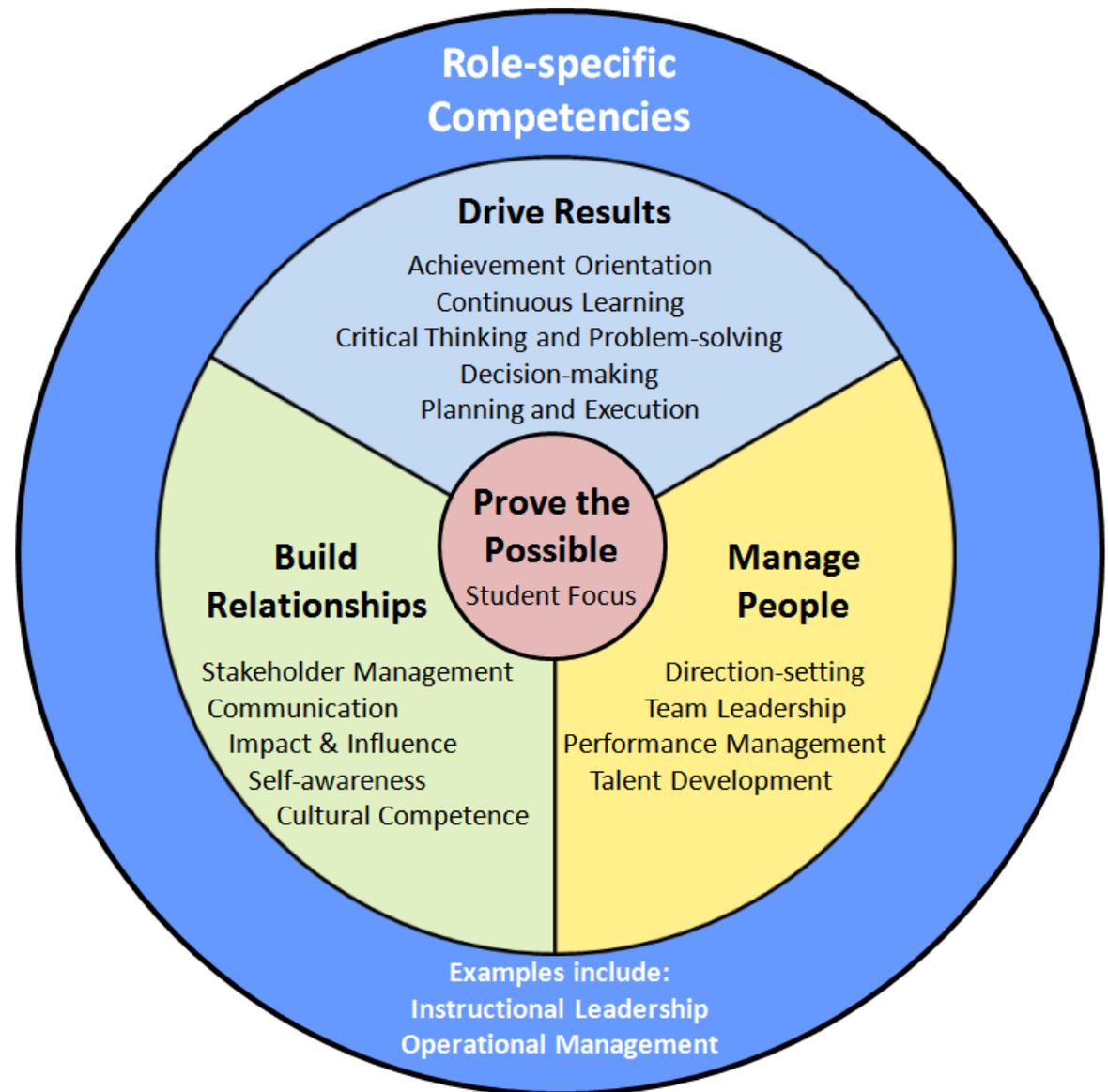
KIPP

**Leadership Proficiency Roadmap
Grade Level Chairs
2009**

Background

The Proficiency Roadmap is a reference tool for KIPP Grade Level Chairs (GLC's) and those who coach, develop, and evaluate them. This tool can be used to help GLC's think about specific behaviors that will help them to grow as KIPP leaders. Following the receipt of a 360 feedback survey or an evaluation, GLC's can refer to this competency-based roadmap to reflect upon how to improve upon specific strengths or further develop in specific priority areas for growth. Similarly, those who coach, develop and evaluate KIPP GLC's can use this tool as a reference for pointing out specific behaviors that will help GLC's grow as leaders. Finally, this tool can help Principals evaluating GLC's think about their level of proficiency for each of the key behaviors. This tool should be used as a reference for considering specific areas of growth; it is not expected that users will review this entire tool in one sitting. To supplement this tool, please refer to the Realistic Job Preview for Grade Level Chairs, which offers very specific, day-to-day examples of each key behavior, either at the proficient or master level.

Note: The GLC role varies quite a bit by region and by school. This document focuses on GLC's who have a fairly strong management component to their work. These skills may not fit for all GLC's depending on how the school is organized and what expectations there are for this role. If some behaviors don't fit the way your school is organized, you and your manager may want to think of these as "not applicable" and adjust your development plans accordingly.

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Proficiency Levels

The three levels of proficiency refer to the skill level and expertise of the leader, but not their experience or tenure in the position. It is important to note that it is virtually impossible for a leader to be at the "Master" level on all behaviors. Thus, when using this roadmap each behavior should be seen as completely independent of the others. Someone could easily be at the "Master" level on one or more behaviors and at the "Novice" level on many others. Note that if someone is at the "Proficient" or "Master" level for a particular behavior, it can be assumed that they are effectively performing the behaviors of the lower levels (e.g., an individual at the "Master" level of a behavior is effectively performing the "Novice" and "Proficient" levels of that behavior as well).

The proficiency levels are written using the following general guidelines:

Novice:

Leaders at this level are performing the basic behaviors required for the job, but at a minimally acceptable level. Leaders at this level can be considered to be in a learning mode for this particular behavior. Frequently, this level of behavior involves responding to circumstances rather than being proactive. Leaders at this level also tend to see issues from the standpoint of a small set of constituents rather than seeing issues broadly with a more organizational focus. Leaders who have many behaviors in this category may get results, but often do so with considerable assistance from their direct manager and must expend considerable effort learning and developing skills.

Proficient:

This level describes a leader who is performing effectively on a behavior to achieve results for the organization. Often, these behaviors address organizational needs proactively and involve consideration of long-term consequences. Generally, someone at this level of behavior will drive results for the organization and there should be no pressing need to improve in this area for the organization to succeed.

Master:

The master level of behavior implies a significant step up from the proficient level. Leaders at this level are seen by others as experts, models and accomplished. At this level of behavior, leaders tend to focus on long-term sustainability by mentoring others and empowering individuals so that results are achieved by others rather than through the direct effort of the leader. This level of behavior goes above and beyond what would be expected normally of a leader, but it is where truly exceptional organizational results are seen. A leader who consistently achieves at this level in many behaviors will likely have a highly functioning team that can get exceptional results with minimal direct involvement by the leader. These leaders tend to produce exceptional talent and have potential for advancement themselves.

STUDENT FOCUS

	Novice	Proficient	Master
High Expectations	Expresses high expectations for his/her own students. Helps students understand the importance of college. Believes that students with whom they interact (typically within grade level) have the potential to complete college.	Behaviors demonstrate high expectations for all students. Frequently expresses belief in their potential to complete college and succeed in life.	Encourages students, parents and other teachers in the grade to express their high expectations for all students in and outside of the classroom. Works directly with individual students and their families as needed to help them learn to have high expectations for themselves.
Student Best Interest	Regularly refers to the importance of considering student best interests when making decisions.	Actively seeks to understand the needs and motivations of students, and makes decisions with student best interests and needs in mind.	Helps grade level teachers to understand student needs and holds them accountable for putting student best interests first when teaching or advising students and when considering disciplinary actions.
Commitments	Advocates for the importance of keeping commitments to students.	Consistently keeps commitments made to students and encourages others to do the same.	Holds within grade teachers accountable for following through on student commitments. Models and inspires teachers, students and parents to understand the importance of keeping commitments.
Respect	Respects all students in actions and words.	Consistently communicates expectations that grade level teachers treat all students and their families with respect.	Insists that teachers and students respect each other in all circumstances. Responds immediately to instances where students are not treated with respect to help both parties learn from the situation. Models respectful behavior and coaches others to recognize and utilize respectful communication and behavior.
Relationships	Acts as a trusted advisor to students when they seek out help (includes his/her own students as well as other students).	Establishes and maintains strong relationships with students, and parents. Works closely within grade to assure that teachers do the same.	Creates opportunities for within grade events and programs that connect students with teachers and staff. Relates to all students as distinct individuals. Encourages team members to relate to students as individuals.

ACHIEVEMENT ORIENTATION

	Novice	Proficient	Master
Challenging Goals	Puts in extra effort to achieve results, but may not establish specific goals to drive effort.	Demonstrates high expectations by setting challenging goals for self, students and within grade teachers that propel them to achieve exceptional results.	Effectively enlists the support of parents in holding high expectations of students. Involves grade level teachers in establishing challenging goals for their students as a way to create high expectations for all.
Initiative	Achieves success by working toward established goals and completing all required work.	Takes initiative, going above and beyond typical expectations and making necessary sacrifices to achieve exceptional results.	Volunteers to step up and contribute without being asked. Helps students and grade level teachers learn to take initiative. Models the importance of taking personal responsibility for achieving results.
Follow Through	Typically fulfills promises made to parents, teachers and students, but may be late with some commitments or over-commit and fall short in some areas.	Follows through on commitments and promises with an appropriate sense of urgency. Can be relied upon to follow through on commitments made to the team. Holds within grade teachers accountable for follow through on commitments to the team	Consistently delivers beyond initial commitments on or ahead of schedule. Inspires others to follow through on their commitments.
Resilience	Overcomes obstacles effectively by expending extra effort when needed and seeking creative solutions to problems.	Demonstrates tenacity, persevering through significant challenges to reach goals. Supports perseverance in students, other grade level chairs, and within grade teachers to achieve goals.	Seeks out students and within grade teachers who face difficult obstacles. Helps teachers and students persevere through their own challenges and cope with stress by providing additional support, encouragement, and confidence in their ability to succeed.
Flexibility	Reacts to change and unexpected obstacles positively. Deals with unexpected changes by personally expending extra effort and/or extra resources to address the issue.	Demonstrates flexibility when plans change or unexpected obstacles emerge. Effectively adjusts plans, timelines, and resources to accommodate changing needs and achieve intended outcomes.	Anticipates and prepares for change. Rallies others (particularly students and within grade teachers) to behave flexibly in the face of change.
Focus on Results	Encourages teachers and students to work hard by expressing the importance of achieving results.	Focuses upon results and how they are achieved. Does not confuse effort with results.	Inspires others to achieve exceptional results using highly effective and efficient methods. Holds students and within grade teachers accountable for achieving specific outcomes while actively coaching them on their approach

CONTINUOUS LEARNING

	Novice	Proficient	Master
Learning	Focuses primarily on failures, shortcomings or mistakes to improve results. Emphasizes what needs to be "fixed" but may overlook what is working well.	Takes responsibility for behavior and results (including successes and failures). Learns from mistakes and from successes of all students and teachers in the grade level.	Treats every success and failure as a learning opportunity and actively coaches grade level teachers and students to learn from their own behavior. Uses personal examples of successes and failures to coach within grade teachers.
Risk taking	Will take risks when encouraged to do so and when other teachers are involved and provide support.	Takes calculated risks independently when opportunities present themselves to improve the grade level and/or the school.	Helps teachers within the grade level see risks as opportunities. Encourages and supports other teachers as they take calculated risks.
Data-based Improvements	Makes improvements in his/her own teaching on the basis of recommendations from experts.	Uses data from a wide range of credible sources and integrates it with knowledge of child development to accurately assess areas for improvement in teaching methods across the entire grade level.	Uses data to drive improvements. Works one-on-one to coach within grade teachers on the use of data to assess the needed improvements in teaching and student achievement. Establishes standard practices for within grade use of data to improve teaching and shares these methods with other GLC's.
Research	References previous experience or the experience of others to guide teaching in the classroom and across the grade.	Uses research on best practices in teaching, leadership and team development to inform his/her instructional practices and management responsibilities.	Facilitates regular within grade discussions regarding research on teaching, leadership and team development best practices. Holds teachers within the grade accountable for knowing and using effective research to inform teaching.
Improvement	Listens openly to new opportunities for personal and organizational improvement.	Continuously and humbly seeks opportunities for personal improvement. Proactively solicits and willingly accepts assistance from other teachers, parents, and the Leadership Team.	Shows equal parts of humility, grace and persistence in making personal and school improvements. Holds within grade teachers accountable for making ongoing improvements in their teaching.
Innovation	Keeps an "open door policy" and listens effectively to students, parents, and teachers who share new ideas or make suggestions.	Values and actively encourages creative and innovative ideas from students, teachers, and parents for how to improve the learning environment in the classroom and grade.	Effectively aligns innovative ideas with existing goals. Creates regular forums for within grade teachers to explore new ideas and find ways to creatively address problems and seek solutions. Chooses venues, times, and formats for these meetings that foster creativity and openness to new ideas.
Sharing	Shares information about within grade teaching practices with other teachers. Shares information with grade level chairs from the Leadership Team meetings.	Promotes and contributes to a school culture that encourages openness and sharing of information and best practices.	Creates new systems and opportunities for sharing effective grade level practices with other grade level chairs, other schools within the region and across the KIPP Network.

CRITICAL THINKING AND PROBLEM SOLVING

	Novice	Proficient	Master
Gathering Information	Understands the importance of gathering information from multiple sources, and is learning which sources are most relevant for particular issues.	When problem-solving, gathers information from multiple relevant sources, including other grade level chairs, within grade teachers, parents, students and other school staff.	Gathers information from only the most relevant sources to put problems into the appropriate context before coming to a resolution. Coaches teachers on the best sources to consider when gathering information for problem solving.
Sorting Out Complexity	Considers all of the relevant data when making decisions.	Identifies useful relationships among complex data from unrelated areas.	Proactively seeks potentially conflicting data to sort out the complexity and arrive at new ways of addressing problems.
Anticipating Problems	Identifies problems and works diligently to find solutions.	Anticipates and identifies problems in a timely manner. Allocates sufficient time to problem solve so that solutions are not rushed.	Teaches others the importance of anticipating problems in a timely manner. Coaches other teachers on problem solving within the grade and within the classroom.
Breaking Down Information	Reviews all available information to inform problem solving. Sets aside large amounts of time and resources to analyze complex problems.	Breaks complex information and problems into parts. Solves the smaller bits of problems during the normal school day, rather than waiting for large amounts of time to solve the entire problem at once.	Stays calm and focused when analyzing complex problems. Coaches within grade teachers and students on how to problem solve by breaking down complex information into smaller parts.
Analysis	Focuses primarily on solving a problem quickly and may not always take the time to analyze and synthesize the information in- depth.	Analyzes, reflects upon, synthesizes, and contextualizes information.	Plans for and schedules time for reflection when analyzing complex information. Looks for opportunities to integrate information and put it into context when examining a problem.
Weighing Options	Examines the pros and cons only after coming to a conclusion, or solving a problem.	Before reaching any conclusions, weighs pros and cons of multiple options to solve complex problems.	Sees problems from many angles and seeks to understand the pros and cons of various conclusions from multiple perspectives (including grade level concerns and school-wide implications). Presents clear analyses of pros and cons to various alternatives when proposing particular solutions to a problem.

DECISION-MAKING

	Novice	Proficient	Master
Processes	Uses transparent methods for decision making so others on the team can see how decisions were made.	Establishes decision-making processes within grade level, communicating about how decisions will be made and who will have input, and ensuring that decisions are made by individuals best suited to make them.	Empowers within grade teachers and students to make decisions. Coaches teachers on best practices in decision-making procedures including the importance of transparency, involving stakeholders, and determining appropriate decision rights.
Consequences	Makes decisions that effectively address immediate needs.	Considers and informs others of intended and unintended consequences potential decisions will have on the grade level and school for all stakeholders.	Coaches teachers and students within the grade level on how to identify unintended consequences of potential decisions. When unintended consequences occur, uses these opportunities as "teachable moments by being willing to re-evaluate decisions
Sense of Urgency	Analyzes all available data when making decisions. Particularly in the face of ambiguity, emphasizes making the "right" decision more so than making it in a timely fashion.	Makes decisions promptly, even in the face of ambiguity. When a decision must be made quickly, uses intuition as well as data to make good decisions. Effectively determines the urgency of a decision by considering the time of year or place in the curriculum.	Makes good decisions under stress. Coaches teachers within the grade to learn the importance of timely decision-making and on how to effectively balance intuition with data to make good decisions in the face of ambiguity.
Communicating	Conveys grade level decisions to relevant stakeholders including parents, the Leadership Team and the grade level team.	Effectively conveys decisions to relevant stakeholders up and down the organization in a timely fashion (e.g., communicates grade level decisions to Leadership Team and Leadership Team decisions to grade level teachers).	Uses optimal methods and timing for conveying decision to parents, teachers, students, the Leadership Team, or other schools in the region (e.g., personal communications on sensitive issues or memos when all groups need identical information delivered simultaneously).
Difficult Choices	Explores every alternative before making controversial decisions. This thoroughness provides comfort in the certainty of the choice but may delay difficult decisions that were inevitable from the start.	Willingly makes and stands by controversial decisions that benefit the grade level, the school, and students. Shares with parents, students and teachers the rationale for decisions, particularly when consensus cannot be reached.	Anticipates when decisions will be difficult for parents and grade level teachers to hear. Provides early warnings, additional information, or personal support when sharing difficult decisions.

PLANNING AND EXECUTION

	Novice	Proficient	Master
Backward Planning	Makes plans that effectively address short-term goals for the grade level but may not see long-term consequences for teachers or students	Methodically backward plans to achieve short- and long-term goals for the grade level.	Coaches teachers, students and parents on how to "plan ahead by planning backward" (e.g., planning for high school or college applications, summer programs, or behavioral corrections). Engages teachers in planning curriculum and grade level events such as field lessons.
Resources	Secures needed resources to accomplish projects requested by grade level teachers and students.	Anticipates needs for grade level projects and accurately scopes and secures resources needed to complete projects. Effectively operates when limited resources are available.	Empowers grade level teachers (and students) to secure resources needed to accomplish grade level projects. Supports teachers in scoping resources needs accurately. Helps others to effectively operate when minimal resources are available.
Prioritizing	Manages time and resources by responding to requests as they emerge and based on immediate needs rather than prioritizing based on grade level goals.	Manages own time and grade resources based on grade level goals and priorities. Effectively advocates for the importance of grade level priorities to the Leadership Team.	Holds grade level teachers accountable for prioritizing their time based on grade level goals.
Accountability	Assesses grade level team's progress during projects but may not establish specific milestones to meet the final deadline. Regularly meets deadlines but may do so by personally putting in extra effort at the end to catch up.	Regularly compares actual progress to planned milestones and adjusts plans accordingly, holding self and other within grade teachers accountable for achieving intended outcomes.	Coaches other within grade teachers on the importance of developing milestones and how best to develop plans and adjust them as necessary.
Contingency Plans	Creates effective plans for projects, events or initiatives that meet goals if all goes well but may not anticipate potential problems or unforeseen circumstances.	Proactively develops contingency plans in advance of potential or unforeseen circumstances.	Coaches students and the within grade teacher team on how to develop contingency plans. Empathetically points out potential pitfalls and risks in others' plans so they can learn to anticipate the unexpected.

STAKEHOLDER MANAGEMENT

	Novice	Proficient	Master
Networking	Works with internal stakeholder groups such as teachers and the Leadership Team as needed to manage the grade level. Responds to requests from individuals but may not proactively establish relationships with some or all groups.	Actively seeks opportunities to work with a wide range of stakeholders within the region and throughout the school (particularly individuals on the Leadership Team) to achieve grade level goals and better outcomes.	Maintains ongoing relationships with external stakeholders such as community organizations, businesses, and parents to provide enriched learning opportunities for all students. Leverages these relationships to help other teachers.
Developing Relationships	Develops relationships with students, parents, teachers, and other stakeholders but not to the extent of intentionally building trust or actively seeking out common goals.	Develops mutually beneficial relationships and partnerships with other teachers, staff and parents based upon trust, respect and achievement of common goals.	Leverages strong professional relationships for mutual gain by connecting personal network members with one another to expand opportunities for all.
Trust	Gains the trust of those with whom he/she works most closely. Listens to others but may not internalize their views, and thus does not always address their concerns.	Gains trust of key stakeholders such as the Leadership Team, within grade teachers, parents and students by actively listening and seeking to understand their views and needs.	Gains credibility by trusting others. Anticipates the needs of key stakeholders (including the Leadership Team, parents, staff, teachers, and students) and proactively seeks out their input and involvement on issues as appropriate.
Respect & Appreciation	Thanks people directly, but may not express gratitude publicly. Sometimes forgets to acknowledge important contributions of others.	Consistently demonstrates respect and appreciation for others by empathizing and valuing their time and contributions. Gives credit to within grade teachers for their efforts to improve the grade level.	Publicly acknowledges students, parents and within grade teachers for their contributions. Creates recognition programs within the grade to celebrate student and teacher successes.

COMMUNICATION

	Novice	Proficient	Master
Listening	Willing to meet with and listen to all stakeholders (e.g., maintains an "open door policy") but may have favorites whose messages are heard more readily. Listens to others but tends to share own ideas first.	Listens attentively without interrupting or speaking out of turn. Seeks to understand others' point of view before sharing own ideas.	Listens to all stakeholders (including parents, within grade teachers, other GLC's) openly with empathy. Listens specifically for the fit or misfit between his/her ideas and the viewpoints of others.
Systems	Communicates using his/her own preferred methods with little consideration for the most appropriate method (e.g., phone call vs. email vs. face to face) or for the preferences of others.	Establishes and uses communication systems on a regularly scheduled basis that effectively communicate grade level specific information proactively to key stakeholders, such as parents, students, teachers, and the Leadership Team.	Understands when best to use written or oral communication systems. Creates systems for two-way communication between Leadership Team and the grade level teachers (e.g., meeting minutes, clear progress reports, copies of past meeting agendas).
Writing	Written communications are factually correct, but may not use appropriate tone and may not be delivered in a timely fashion.	Writes clearly, concisely and persuasively most frequently to the Leadership Team, parents and within grade teachers. Uses correct grammar, vocabulary and tone that is appropriate to the message and audience.	Written communications convey complex information using simple terms in an organized, efficient, compelling manner.
Speaking	Speaks effectively with small groups, particularly with students, parents and teachers. May not adapt content and/or style to the audience or venue.	Speaks in a compelling and articulate manner, adapting communication content to different audiences (such as parents versus students), and venues (such as grade level teacher meetings versus grade level student meetings) covering a wide range of topics.	Speaks in a compelling and articulate manner to large and small groups of varying stakeholders (whole school assemblies, PTA, Leadership Team), and ensures that the message is clearly understood by the audience. Quickly and easily adjusts the style of delivering a message when audience seems to be confused or disengaged.

IMPACT AND INFLUENCE

	Novice	Proficient	Master
Adapting Style	Uses a personal leadership style that is familiar and comfortable when relating to others. Has a tendency to influence others by using this familiar style rather than adapting the strategy to the needs of a particular audience or setting.	Adapts personal leadership style/approach to influence others. Pays particular attention to the most effective style for influencing grade level teachers and the Leadership Team.	Uses an optimal leadership style to influence and motivate teachers within the grade level. Consistently adapts his/her style by considering circumstances that may affect his/her ability to influence and persuade effectively (e.g., influences long tenured teachers using a different approach than with first year teachers).
Making a Case	Persuades others by appealing to their emotions and/or reason though the use of relevant anecdotal and personal examples.	Appeals to emotions and/or reason using a combination of data, concrete examples, and demonstrations to make compelling case for his/her position.	Coaches teachers within the grade level on the effective use of data, concrete examples and demonstrations to make a case.
Anticipating & Persuading	Persuades students, parents and teachers by asserting personal expertise or referencing policy or procedure. Tends to rely on position/job title when persuading within grade teachers.	Anticipates reactions and addresses concerns of students, parents, the Leadership Team and grade level teachers to help persuade them to move toward a goal.	Influences students, teachers and parents by presenting information, examples and experiences that will appeal to their interests or views on a subject.
Motivating Action	Effectively motivates teachers within the grade and other staff to take action, but tends to overcome resistance by relying on formal authority.	Stimulates others to take action and accomplish goals by articulating the benefits of involvement, even when no direct reporting relationship exists.	Effectively motivates parents, teachers, staff and students to action by expressing enthusiasm, optimism, and passion for ideas. Avoids referencing position, title or authority when motivating others.
Building Coalitions	Gathers support for ideas and initiatives by gathering known supporters (e.g., parents, within grade teachers) and encouraging their involvement.	Builds coalitions to garner support for grade level initiatives by articulating the alignment of proposals/ideas with the needs of others GLC's, the broader Leadership Team, and other teachers.	Maintains ongoing strong relationships with key stakeholders including the Leadership Team, parents, and regional staff so that coalitions can be quickly built when needed to support initiatives or new ideas.

SELF-AWARENESS

	Novice	Proficient	Master
Insight	Actively seeks input regarding his/her strengths and development opportunities.	Understands his/her own strengths and weaknesses.	Has clear insight into the circumstances in which personal strengths and weaknesses become most important.
Balancing Strengths and Weaknesses	Focuses primarily on improving weaknesses OR emphasizing strengths to the exclusion of the other.	Effectively balances personal strengths and weaknesses by focusing primarily on what he/she does best but does not ignore deficiencies.	Balances personal strengths and weaknesses with the strengths and weaknesses of others on the team. Uses formal assessments of teachers within grade to help them understand and balance their own strengths and weaknesses.
Seeking Growth	Openly receives positive and constructive feedback from staff, parents, teachers and students.	Actively seeks constructive feedback (particularly from the Principal and Vice Principal) and looks for opportunities for self development.	Consistently requests feedback from co-workers, students, and parents. Effectively integrates feedback to make changes to individual behavior.
Understanding Perceptions	Makes an effort to understand how others (particularly grade level teachers and the Principal) perceive his/her actions.	Understands how co-workers, parents and students perceive his/her actions, comments, and tone.	Effectively adjusts tone and actions based on how they may affect others. Provides helpful feedback and coaching to within grade teachers about how their behavior affects others and how they are perceived by others.

CULTURAL COMPETENCE

	Novice	Proficient	Master
Respecting Community	Demonstrates interest in the cultures of the community served by the school.	Demonstrates knowledge of and respect for the diverse cultures of the community served by the school.	Consistently uses knowledge of the diverse cultures represented at the school to shape within grade events and initiatives.
Inclusiveness	Demonstrates personal respect for the community served and the cultures of students.	Reinforces an inclusive environment that respects the culture and community of the students and parents being served, and models respect for all cultures.	Consistently considers and discusses with other within grade level teachers the cultural issues and dynamics within the grade. Helps students and teachers see cultural issues by pointing out cultural differences and highlighting potential opportunities for cultural education.
Adjusting Behavior	Openly receives feedback about how his/her behavior aligns with cultural norms.	Appropriately adjusts behavior according to cultural norms and cues, particularly when interacting with students and parents.	Considers cultural issues when responding to volatile situations with parents, students and teachers. Educates students and within grade teachers about the importance of adjusting behavior to fit cultural norms and cues.
Working Cross-culturally	Understands that individuals with diverse backgrounds have varying expectations, cultural norms and use different communication styles.	Communicates and works effectively with those from diverse backgrounds.	Expertly adjusts communication methods and styles to fit cultural norms of the audience. Actively educates students and teachers about how to interact effectively across cultures.
Valuing Diversity	Values diversity and communicates the importance of developing a work environment that supports all cultures.	Supports an environment in which people from diverse backgrounds and perspectives can succeed. Defines success in terms not limited by culture.	Actively works with other GLC's and within grade teachers to show them effective strategies for educating students and for interacting with parents from a wide range of cultures.

DIRECTION SETTING

	Novice	Proficient	Master
Vision, mission, values and goals	Understands and communicates the school's mission vision, and values.	Effectively articulates the alignment between the school's goals and goals for the grade level. Actively communicates goals to within grade teachers and the Leadership Team. Constantly references and connects discussions and decisions with the vision, mission, goals and values.	Encourages and holds grade level teachers accountable for regularly communicating grade level goals and reinforcing the values with parents and students.
Inspiring Others	Effectively inspires individuals in one-on-one meetings regarding school goals.	Inspires and gains commitment of the grade level team regarding grade level goals as an extension of school goals and KIPP's broader mission, vision, values.	Gains specific commitments from teachers, students and parents to support KIPP's vision, mission, and values and to achieve grade level goals.
Modeling	Models organizational values and strong character most of the time but may slip into counter-cultural behaviors when under stress or other pressures.	Models school values and strong character at all times.	Encourages grade level teachers to model school values and strong character by helping them see the links between their behavior, the school's values, and what's best for students.
Building Culture	Participates enthusiastically in school-wide and grade level rituals, programs and other events that represent the school values.	Leads the grade level team to create and implement programs, rituals, and visual artifacts for the grade level that represent school values.	Emphasizes to grade level teachers and students the importance of "living" the school's values. Gains commitment and involvement of students and teachers in creating artifacts and events that express school values.
New Opportunities	Pursues new opportunities when they present themselves (e.g., students applying for scholarships or teachers learning a new skill that could benefit the grade level).	Anticipates and seizes new opportunities that align with and support grade level goals.	Seeks out opportunities based on school and grade level goals with an eye toward opportunities that involve parents, teachers, and students in collaborative efforts (e.g., creates fundraisers with parents to support grade level field lessons).
Managing Change	Quickly adapts to change, aligns personal effort to fit changing circumstances. Accepts changes as a natural part of school life and communicates the need to change to others.	Manages change by seeking to understand its effects upon teachers, students, and parents. Guides others through change by helping them explore their resistance to that change and providing them with specific milestones for change.	Initiates changes and includes grade level teachers in planning to achieve their buy in. Enlists within grade teachers to communicate changes to students and parents with optimism and enthusiasm.

TEAM LEADERSHIP

	Novice	Proficient	Master
Clarifying	Assigns roles, tasks, and accountabilities to grade- level teachers, but may be hesitant in doing so and may struggle to hold teachers accountable for their responsibilities.	Assigns clear roles, accountabilities and decision-making for the entire team of grade level teachers. Promptly identifies and remedies any role confusion or lack of follow through.	Collaboratively agrees on role responsibilities and decision making rights for all within grade teachers. Consistently enforces clear roles among the grade level teachers.
Delegation	Is learning to be more comfortable delegating tasks. Asks for help when falling behind in meeting deadlines or when his/her "to do" list significantly exceeds available time.	Delegates tasks to appropriate teachers within grade level. Follows up with teachers regarding delegated tasks to assure adequate time and resources are available to complete the task as expected.	Advises grade level teachers on how to delegate without authority. Actively encourages teachers, parents and students to volunteer for additional responsibilities to support success for the grade level.
Collaboration	Participates as an effective team member on the Leadership Team. Collaborates effectively with grade level teachers, staff members and leadership team members.	Promotes collaboration within grade level among teachers, students and parents. Holds teachers accountable for cooperating with other grade level teachers	Encourages and coaches grade level teachers to effectively collaborate with parents, teachers outside the grade level and others throughout the school.
Encouraging Initiative	Takes initiative to solve problems independently or collaborates with grade level teachers to solve problems as appropriate.	When needed, makes him/herself available to grade level teachers and staff to assist in brainstorming and problem solving.	Encourages within grade teachers to solve problems independently and advises when (and with whom) collaborative problem solving may be more effective. Holds teachers accountable for making unrequested contributions by stepping up and turning ideas into action.
Conflict	Minimizes conflict wherever possible; when conflict is unavoidable, separates the parties to sort out differences and/or brings the issues to the Leadership Team.	Models healthy responses to conflict and encourages teachers, students and parents to manage conflict openly and productively. Has a keen sense of what conflict the grade level team can solve and what conflict needs to be brought to the Leadership Team.	Effectively manages and/or resolves ongoing conflict between teachers and between teachers and parents/students. Sees conflict as an opportunity for healthy changes. Provides effective mediation between parties when conflict escalates.
Meetings	Assures that grade level team meetings occur as scheduled but meeting management may be somewhat disorganized or unstructured.	Effectively leads grade level meetings, including clear agendas, appropriate time management and assuring that all voices are heard, meeting notes are taken and next steps identified.	Shares ownership of meeting roles and responsibilities to build others skills and create a positive team culture. Appropriately prioritizes agenda items to optimize available time and resources.
Celebrating Team	Approves grade level celebrations or events when requested. Acknowledges grade level team successes publicly.	Prioritizes grade level team morale and schedules regular events to celebrate grade level accomplishments (e.g., end of year grade level luncheon).	Creates spontaneous opportunities and events to celebrate team accomplishments. Encourages grade level teachers to organize team celebrations.

PERFORMANCE MANAGEMENT

	Novice	Proficient	Master
Setting Goals	Sets team and individual goals with grade level teachers, including both performance and development goals.	Sets annual team goals with grade level teachers that align with the school's vision, mission, values, and goals.	Empowers and encourages grade level teachers to set individual goals that align with grade level goals, as well as the school's vision, mission, values, and goals. Assures that teacher and grade level goals are Specific, Measurable, Actionable, Realistic and have Timelines.
Resources	Advocates to the Principal and Leadership Team the importance of resources needed to reach individual and grade level goals.	Secures resources needed to reach individual and grade level goals (human assets, dollars, tools).	Anticipates resource needs and proactively seeks out sources of support to assure that the entire grade level has what it needs to meet or exceed goals.
Feedback	Provides feedback to grade level teachers to help them achieve their goals, but tends to give only positive feedback or to focus on shortcomings only. Feedback may not always be delivered in a timely fashion to have the greatest effect.	Consistently coaches others within grade level to help them achieve goals. Recognizes accomplishments and provides timely, relevant, and constructive feedback.	Creates an environment within the grade level that encourages teachers to provide constructive feedback to one another. Helps teachers give effective peer feedback regarding their teaching and/or non-teaching tasks.
Accountability	Communicates and advocates strongly for the importance of achieving goals to within grade teachers.	Holds within grade teachers accountable for achieving their goals and for modeling organizational values and strong character.	Creates an environment within the grade level that encourages teachers to hold each other accountable, and where team members are expected to meet their commitments.
Evaluation	Evaluates performance of within grade teachers on an annual basis. May position evaluations as criticism more so than growth opportunities.	Evaluates performance of the grade level teachers regularly, identifying learning needs as learning opportunities present themselves.	Follows up throughout the year with grade level teachers to help them use evaluations to continually improve. Ties grade level teacher's assignments and developmental opportunities to agreed upon learning needs.

	Novice	Proficient	Master
Recruitment and Selection	Recruits and helps select within grade teachers based primarily on needs for individual course or skill sets with little consideration for within grade dynamics.	Recruits and contributes to selection of highly effective within grade teachers who complement the existing team in terms of skills, experience and personality.	Constantly recruits talented individuals for the school (regardless of grade level) through personal networks and other channels. Works effectively with peers when participating on selection teams for hiring new staff.
Development Opportunities	Provides grade level teachers developmental opportunities as requested when it fits within the existing annual plan and budget.	Creates developmental opportunities for grade level teachers based on known development needs. Aligns development opportunities with needed instructional improvement and career goals.	Encourages teachers to create their own opportunities for development and to monitor their own progression towards career goals.
On-the-Job Development	Seeks out personal growth opportunities to continuously develop on the job.	Delegates with development in mind. Recommends placement opportunities to the Principal for roles and assignments that contribute to the personal and career development of within grade teachers.	Actively encourages all staff to strive to continuously develop themselves by seeking out new assignments and opportunities to contribute. Helps teachers and staff see their potential and suggests specific roles (within the school, the region and elsewhere within KIPP) that suit them.
Retention	Recognizes and applauds the efforts of the most talented and valued grade level teachers.	Contributes to the retention of the most talented and valued grade level teachers by providing them with challenging assignments and appropriate perks (e.g., preferred schedules, classrooms, equipment).	Mentors and coaches the most talented grade level teachers to identify opportunities for continued growth at KIPP and helps them overcome personal and organizational obstacles that may impact retention.
Succession	Provides Principal and/or other school leaders with useful input regarding teachers who may be capable and interested in changing roles.	Builds his/her own skills to be prepared for filling several roles, should the need arise.	Encourages within grade teachers who are interested in advancement to develop their skills with specific roles in mind. Actively develops successors for own position.
Poor Performers	Identifies shortcomings and missteps of grade level teachers who do not meet expectations and passes this information on to the Principal.	Participates equitably in formal proceedings to manage out staff who do not meet expectations or fit KIPP culture.	Helps others recognize that KIPP is not a good fit for them.

INSTRUCTIONAL LEADERSHIP

	Novice	Proficient	Master
Academic vision	Understands what the school's academic vision implies for the grade level academic goals.	Effectively communicates an academic vision for the grade level, establishes and updates goals for the grade level that clearly align with the school goals and academic vision.	Actively works with the Leadership Team and department chairs to formulate a school-wide academic vision and goals and uses this experience to inform and align grade level goals and plans.
Curriculum	Encourages grade level teachers to use college preparatory curriculum and advocates for the importance of college as a goal for students.	Assures the alignment of grade level curriculum with college requirements to support school and grade level college preparatory goals.	Seeks out research to inform development and/or adoption of high quality college preparatory curriculum for the grade level. Works with other GLC's in school to ensure vertically aligned curriculum for school.
Instructional improvement	Recognizes and can personally deliver quality instruction that yields significant learning.	Supports instructional improvement by regularly observing, coaching, and modeling effective teaching methods for grade level teachers.	Prioritizes coaching for teachers who need it most (e.g., first time teachers). Establishes peer-support systems that grade level teachers value and use regularly to help each other improve their teaching.
Assessment	Uses assessments to improve his/her own teaching. Assesses the quality of teaching and learning using very few forms of assessment.	Uses multiple forms of assessments such as observation, student achievement data and student surveys, to measure and improve grade level teaching and learning.	Identifies and develops new ways to assess student learning and teaching effectiveness and uses these within the grade level to understand and improve teaching and learning. Holds teachers accountable for using multiple student assessments to improve their capabilities.
Use of Data	Encourages grade level teachers to improve teaching and learning.	Supports grade level teachers by encouraging them to regularly review student data to drive improved teaching and learning.	Works individually with grade level teachers to review data to identify strategies to improve teaching and learning. Teaches grade level teachers to review data independently.
Character	Consistently advocates for the importance of positive character development for students.	Leads the grade level team in implementing and improving upon systems that reinforce positive character, behavior and school values for students.	Encourages members of the school community (leadership team, teachers, and parents) to work together to create highly valued systems that emphasize positive character, behavior and school values.